

**ATTENTION:** The future use of new PARCC assessments is being discussed in Louisiana. Information in italics is currently being discussed as potential changes to the existing Board of Regents policy for minimum requirements for placements in college-level mathematics and English courses. Action will not be taken until 2015-16 once results from research studies regarding the new PARCC assessments have been examined by campus leaders, faculty, and Board of Regents staff.

## **ACADEMIC AFFAIRS POLICY 2.18 (*POTENTIAL CHANGES TO BE CONSIDERED IN 2015-16*)**

### **Minimum Requirements for Entry-Level, College-Level Mathematics and English**

#### **Purpose**

This policy is designed to:

- establish clear and consistent goals for the level of academic achievement expected of high school students in two subject areas fundamental to success in college;
- encourage high school students to improve their academic preparation for college;
- increase the retention and graduation rates of students;
- bolster the quality and coherence of academic degrees;
- provide greater similarity of educational experience across a variety of institutions;
- facilitate the transfer of academic credit between institutions.

#### **Scope**

Requirements of this policy establish uniform standards and procedures for the placement of students in entry-level, college-level courses in Mathematics and English that can be applied toward the following academic undergraduate degrees: Certificate of Applied Science (CAS), Associate of Applied Science (AAS), Associate of Arts (AA), Associate of Science (AS), Associate (A), Bachelor of Applied Science (BAS), Bachelor of Arts (BA), Bachelor of Science (BS), and Bachelor (B),

#### **General Consideration**

A college or university may not establish minimum scores for entry-level, college-level Mathematics or English courses that are higher or lower than those set forth below. However, an institution may require further assessment of students who already meet required minimums to determine their final placement in entry-level, college-level courses in Mathematics and English, e.g., campuses may establish placement scores for calculus-based vs non-calculus-based entry-level Mathematics.

#### **Requirements for Placement into Entry-Level, College-Level Mathematics\**

- To enroll in an entry-level, college-level Mathematics course designed to fulfill general education requirements of undergraduate academic degrees, a student must attain a minimum score of either:
- 19 on the Mathematics section of the American College Test (ACT); or
- 460-470 on the Quantitative portion of the College Board's Scholastic Assessment Test (SAT-1); or
- 40 on the Algebra section of the COMPASS Mathematics test; or
- 43 on the Elementary Algebra section of the ASSET Mathematics tests; or
- *(PROPOSED) {Score} on the Algebra II section of the Partnership for Assessment of Readiness for College and Careers (PARCC) provided students have completed four years of math to meet high school graduation requirements\**
- In lieu of the above, a college or university may institute its own alternate placement system, but such a system must be validated. A valid placement system is governed by the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT and SAT-1. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic & Student Affairs.

#### **Requirements for Placement into Entry-Level, College-Level English**

- To enroll in an entry-level, college-level English course designed to fulfill general education requirements of undergraduate academic degrees (listed in B. above), a student must attain a minimum score of either:
- 18 on the English section of the American College Test (ACT); or
- 450 on the Verbal portion of the College Board's Scholastic Assessment Test (SAT-1); or
- 68 on the COMPASS Writing Test; or
- 44 on the ASSET Writing Skills Test; or
- *(PROPOSED) {Score} on the Grade 11 PARCC English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) provided students have completed four year of English to meet high school graduation requirements\**
- In lieu of the above, a college or university may institute its own alternate placement system, but such a system must be validated. A valid placement system is governed by the principle that students shall meet, at a minimum, the same level of academic achievement as would have been defined by equivalent scores on the ACT and SAT-1. The validity of an alternate placement system shall be determined by the Board of Regents Division of Academic & Student Affairs.

\* *Once PARCC, Inc. has completed a series of research studies and provided data to indicate that the PARCC college and career readiness scores identify students who are prepared to be successful in college, the Board of Regents staff will meet with system chief academic officers, campus chief academic officers, and PARCC leaders to discuss the findings. If there is consensus that results indicate that students will be college and career ready once they obtain the identified cut-off scores, Board of Regents staff will recommend to the Board of Regents that the PARCC assessments and cut-off scores be added as additional assessments to the existing placement policy. This will impact all public two-year institutions and public universities in Louisiana. It is anticipated that this would occur during 2015-16.*